

Bloom's Taxonomy

Categories in the Cognitive Domain:

Creating

Putting parts together to form a whole

Anticipates, composes, contrasts, creates, expresses, facilitates, integrates, rearranges, reorganizes, validates

Evaluating

Judging the value of material for a given purpose

Appraises, concludes, confronts, criticizes, critiques, decides, defends, interprets, judges, reframes, translates

Analyzing

Breaking material into its component parts so that its
organizational structure may be understood

Correlates, diagrams, differentiates, discriminates, focuses, illustrates, infers, limits, prioritizes, recognizes

Applying

Using learned material in new and concrete situations

Assesses, charts, computes, constructs, discovers, predicts, produces, projects, reports, teaches, uses

Understanding

Grasping the meaning of material

Converts, describes, estimates, explains, generalizes, gives examples, paraphrases, summarizes, understands

Remembering

Remembering previously learned material

Defines, enumerates, identifies, labels, lists, matches, names, reads, reproduces, restates

Bloom, Benjamin. *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain*. New York: David McKay, 1956. Anderson and Krathwohl, 2001.